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ABSTRACT

A study was conducted of 1991 graduates of Sinclair Community College (SCC) in Ohio to determine how many graduates had subsequently attended four-year institutions, how well these students had performed at the senior institutions, and the extent to which students believed their experiences at SCC had prepared them for their baccalaureate endeavors. Where applicable, results were compared with findings from a pilot study of 1990 graduates. Surveys were sent to all 1,249 graduates. Of these, 392 provided usable responses for a 31.4% response rate. Among the 392 respondents, 136 (34.7%) had transferred to a four-year institution. Study findings, for respondents who had transferred, included the following: (1) among respondents, 66.9% were still enrolled at the four-year school, as compared to 83% of 1990 respondents; (2) 20% of the respondents did not make a decision to transfer until after leaving SCC, while 46.7% had planned to transfer when they enrolled initially at SCC; (3) 101 respondents had seen an academic advisor while at SCC, and 50% were very satisfied with the advising; (4) 13% of the respondents lost more than 21 credit hours during transfer, as compared to 29% of 1990 respondents; (5) only 6.7% of the respondents felt they were less prepared academically than their classmates at the four-year schools; (6) 77.5% of the respondents reported that their grade point averages had stayed in the same or increased after transferring; and (7) close to 93% of the respondents indicated that, if they had to do it over, they would start at SCC before transferring. Data tables, open-ended responses, differences among technical-program versus non-technical program respondents, and the survey instrument are included. (PAA)

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ED 361 015

TRANSFER STUDENT SURVEY

1993

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SINCLAIR COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL PLANNING & RESEARCH
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TRANSFER STUDY - 1993
REPORT OF FINDINGS

Reader please note: An evaluation form for you to fill out concerning this report can be found on the last page. Your input will be greatly appreciated.

Purpose of Study

This transfer survey of 1991 Sinclair graduates was conducted in order to determine how many graduates had furthered their educational pursuits and how well they had subsequently succeeded at other institutions. The graduates were asked to provide information concerning the baccalaureate institutions they had attended since graduation and the extent to which they believe their experiences at Sinclair prepared them for their baccalaureate endeavors. It should be noted that attendance and progress at other institutions in this survey is entirely self-reported and, at least at this time, cannot be verified by actual information from those institutions. A pilot version of this study was conducted in 1992 using 1990 graduates, and this report will compare and contrast current results with those reported in the pilot study.

Respondent Characteristics

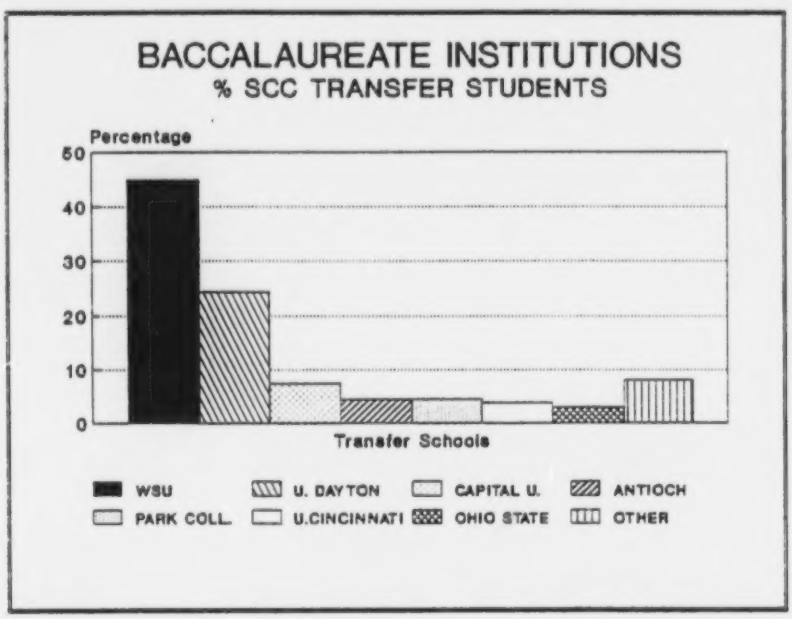
The survey was mailed to all 1991 graduates (N = 1,249). A second mailing followed the first within two weeks in order to maximize the response rate. There were 392 completed surveys returned for a response rate of 31.4%. This compares with a 45.2% response rate in 1992. Of the 392 respondents, 136 (34.7%) had transferred to a baccalaureate institution, compared with 24.9% in the pilot study. Respondents were also categorized as to whether they had graduated from a technical (AAS) or non-technical (AA/AS) program. Overall for 1991, 87% of the graduates were from technical programs while 75% of those respondents who had transferred held technical degrees. In the pilot study, only a little over half of the graduates who had transferred were from technical programs. suggesting the possibility of a recent increase in the number of technical graduates who are opting to continue their education.

Those who had not transferred to a baccalaureate institution (N = 256) were told that they did not have to provide any further information. Thus, the following results are reported for an overall population of 136 and separately, where applicable, for the 33 non-technical and 99 technical graduates. *Note:* Four respondents did not provide information about their program of study at Sinclair and therefore are included only in overall analyses.

Transfer Characteristics

When asked to name the baccalaureate institutions which they had attended since leaving Sinclair, graduates named nineteen different colleges. Figure 1 shows the percentage breakdown for the most frequently cited institutions. Our two local baccalaureate universities account for 69.2% of the transfers, which is nearly identical to the attendance reported by the 1990 graduates. The most notable difference from last year was an increase in transfers to Capital University, Antioch College, and The Ohio State University, and a decrease in attendance at the University of Cincinnati. Additionally, of those 1991 graduates who have attended a baccalaureate institution since leaving Sinclair, 66.9% are still enrolled as compared to 83% from the preceding study of 1990 graduates.

Figure 1:



Transfer institution patterns were also examined to see if there was a difference as to which schools were preferred by Sinclair graduates from technical programs and non-technical programs. While the non-technical grads showed no particular preference in transfer institutions, almost half of those from technical programs transferred to Wright State University.

Graduates were also asked when, during their time at Sinclair, they had determined to transfer credits to another institution. The following table shows the breakdown of responses for this question. Again this year, the majority of students indicated that they knew at the time of their initial enrollment at Sinclair that they would be transferring credits.

Planned To Transfer:	Overall (n =136)*	AA/AS Grads (n =33)	AAS Grads (n =99)
When first entered SCC	46.7%	51.5%	45.9%
During freshman year at SCC	6.7%	3.0%	8.2%
During Sophomore year at SCC	25.9%	36.4%	21.4%
Not until after leaving SCC	20.0%	9.1%	23.5%
Never have transferred credits	.7%	0.0%	1.0%

*Note: Four students could not be classified as to technical\non-technical program but are included in the overall category.

It is interesting to note that a considerable number of graduates (20% overall), did not make a transfer decision until after leaving Sinclair, and this was especially true for the AAS (technical) graduates.

Academic Advising

When asked about the frequency with which they had seen an advisor regarding transfer, the majority of graduates overall (54.8%) said they had seen an advisor only a few times while at Sinclair. About 8% saw an advisor several times a year, almost 12% saw one quarterly, and about 25% had never seen an adviser. AA/AS graduates were considerably more likely to seek out advice on transfer (81.8%) than were the AAS graduates (62.4%) Additionally, the frequency with which respondents sought advising was greatest when they first entered Sinclair and tended to decrease thereafter. These findings are consistent with those from the pilot study.

Overall, 101 respondents said that they had seen an advisor, and 50% were very satisfied. An additional 33% were somewhat pleased with the advising they had received and 17% were at least somewhat dissatisfied. This overall result is identical to the pattern seen last year but there is a shift when the AAS and AA/AS graduates' levels of satisfaction are compared. Last year, most of the dissatisfaction with advising came from those in technical programs (22% of AAS graduates were at least somewhat dissatisfied as compared to only 12% of the AA/AS students). This year there was slightly more dissatisfaction found among AA/AS graduates.

Satisfaction With Advising:	Overall (n =101)	AA/AS (n =27)	AAS (n 70)
Very satisfied	50.0%	51.9%	50.0%
Somewhat satisfied	33.0%	25.9%	34.3%
Dissatisfied	17.0%	22.2%	15.8%

Credit Hour Transfer

The majority of respondents overall this year (85%) said that their current major was similar to or the same as their program of study at Sinclair, and this held true for both AAS and AA/AS graduates. However, this is a departure from the previous survey in which almost 56% of the graduates reported that they were majoring in a **different** field from the one pursued at Sinclair.

Responses from graduates as to their success in transferring credits earned at Sinclair to their baccalaureate institutions are found below. A comparison with last year's distribution shows a definite increase in the percentage of graduates who were able to transfer a significant number of credit hours, and this was especially true for the AA/AS students. Overall this year, only 13% of the graduates lost more than 21 credit hours during transfer as compared to almost 29% last year.

PERCENTAGE OF TECHNICAL and NON-TECHNICAL GRADUATES
CURRENT STUDY VS. PILOT STUDY
CREDITS TRANSFERRED

CREDIT HOURS TRANSFERRED	OVERALL 1993	OVERALL 1992	AA/AS 1993	AA/AS 1992	AAS 1993	AAS 1992
All Cr. Hrs. Accepted	37.4%	30.4%	54.5%	38.7%	31.6%	23.1%
Lost 6 or more Cr. Hrs.	19.1%	13.4%	18.2%	10.9%	18.9%	15.0%
Lost 7 to 12 Cr. Hrs.	16.8%	15.7%	9.1%	21.8%	20.0%	10.0%
Lost 13 to 21 Cr. Hrs.	13.0%	10.4%	9.1%	14.5%	14.7%	6.7%
Lost more than 21 Cr. Hrs.	13.0%	28.7%	9.1%	12.7%	13.7%	43.3%
Never Transferred Cr. Hrs.	0.8%	1.7%	0.0%	1.8%	1.1%	1.7%

As might be expected, the majority of students (81.6%) were better able to transfer all their credits when their baccalaureate major was at least similar to that pursued at Sinclair. Also, it would appear that it was advantageous for the graduates to determine their intent to transfer before leaving Sinclair as only 16.3% of the respondents who were able to transfer all their credits were students who didn't plan to transfer until after leaving Sinclair.

The frequency with which academic advising is sought does not necessarily increase a student's ability to transfer credits. For instance, over 56% of the graduates who said they had **never** seen an advisor reported that all their credits were accepted. However, students who had seen an advisor several times also appeared to be successful at transferring credits, and when they did lose credits, they lost fewer than those students who had never seen an advisor.(Consult Appendix B for the complete distribution.)

As to the openess of area colleges to accept credits from Sinclair, 40% of the graduates who were attending the University of Dayton reported that they had not lost any credits in transfer, compared to 27.3% for Wright State University and 39.4% for all the other institutions combined. (See Appendix C.)

Facets of Success at Baccalaureate Institutions

Grade point averages reported by this year's graduates for their time at Sinclair showed an overall mean of 3.23 as compared with 3.29 last year. AA/AS (non-technical) graduates again were slightly higher than those in technical (AAS) programs.

GPA DISTRIBUTION

	Overall	**AA/AS**	**AAS**
MEAN	3.23	3.26	3.21
MODE	3.20	3.80	3.20

When comparing themselves with their baccalaureate classmates, the majority of Sinclair graduates overwhelmingly indicated that they were at least equally academically prepared. Overall, only 6.7% felt that they were less prepared than their classmates. This was due mainly to the technical graduates of whom 8.2% felt less well prepared as compared to only 3.1% of the AA/AS students.

Graduates were also asked to compare their current GPA with the GPA they received at Sinclair. Most respondents, (77.5% of the overall group, 78.2% of the AA/AS students and 78.5% of the AAS graduates) reported that their GPA's had stayed the same or increased. These figures are considerably higher than those reported last year.

GPA COMPARISON

	1993	1992
Stayed the same as SCC	48.8%	37.7%
Increased after SCC	28.7%	23.7%
Dropped after SCC	22.5%	38.6%

Along with the overall patterns of academic achievements, specific differences can be seen for those attending individual institutions. For instance, the mean GPA earned at Sinclair for the overall group was slightly lower for graduates currently attending the University of Dayton (3.120) than for those attending Wright State University (3.266) or other institutions (3.270). Again this year, those attending Wright State University seemed most likely to have some trouble maintaining or improving the GPA they held at Sinclair, while those at other schools reported that they were more successful. Graduates from the non-technical programs showed this same tendency, but graduates from the technical programs, while basically successful at all schools, did slightly worse at the University of Dayton (27.2% reporting a decrease in GPA).

OVERALL GPA	W.S.U.	U.D.	OTHER
Stayed the same Or Increased	76.5%	78.9%	83.9%
Decreased	23.5%	21.1%	16.1%

The table below indicates how well-prepared students felt themselves to be when taking into account which baccalaureate institution they were currently attending. Those attending Wright State University, regardless of whether they were AAS or AA/AS majors, were most likely to say that they were better prepared or as well prepared as their current classmates. Some technical students (16.6%) who attended the University of Dayton felt they were less well prepared and this was also true for a substantial number (33.3%) of those non-technical graduates who were currently attending institutions other than Wright State University or the University of Dayton.

LEVEL OF PREPAREDNESS
BY TRANSFER INSTITUTION

	WRIGHT STATE UNIVERSITY			UNIVERSITY OF DAYTON			OTHER UNIVERSITIES		
	OVERALL	AAS	AA/AS	OVERALL	AAS	AA/AS	OVERALL	AAS	AA/AS
Better or Equally Prepared	100.0%	100.0%	100.0%	90.5%	83.4%	100.0%	88.3%	90.0%	66.7%
Less Well Prepared	0.0%	0.0%	0.0%	9.5%	16.6%	0.0%	11.7%	10.0%	33.3%

Level of Satisfaction with Sinclair

This year, approximately 93% of the overall respondents indicated that, if they had to do it over again, they **would** start at Sinclair and then transfer to a baccalaureate institution. Non-technical (AA/AS) graduates (97%) were slightly more positive than those from technical programs (90%). This compares to a similar response pattern found in 1992 when 85% of all respondents said they would repeat their Sinclair experience, and at the same time, demonstrates an increasing level of positive evaluation for the education provided at Sinclair.

At the end of the survey students were asked to contribute their suggestions for improving the transfer process at the College and any helpful comments they might have concerning their own transfer experiences at Sinclair. A sample of the responses to these open-ended questions can be found in Appendix D. (A complete listing is available upon request).

In general, about 25% of those responding said they were pleased with the transfer process and that no improvements were necessary. Some students felt they could have received better information or counseling concerning the tranferability of specific courses and that some courses needed upgrading for transfer purposes. It was also suggested that Sinclair should work towards better communication and coordination with 4-year institutions to maximize and facilitate successful transfers.

Miscellaneous comments were quite positive and indicated those areas where Sinclair has been especially successful in providing an excellent start for students who will eventually transfer to baccalaureate institutions.

APPENDIX A

TRANSFER STUDY

1. From which program did you graduate at Sinclair? _____

2. Have you attended a baccalaureate university or college **since graduating from Sinclair?**

34.7% 1) Yes N = 136
65.3% 2) No N = 256

If you stated NO to the above question, you may STOP here. Please return the survey in the enclosed envelope, and accept our thanks. If you stated YES, please complete the balance of the questionnaire.

N = 136

3. Which of the following best describes when you first determined you would be transferring credits to another college or university?

46.7% 1) When I first entered Sinclair
6.7% 2) During my freshman year
25.9% 3) During my sophomore year
20.0% 4) After leaving Sinclair
.7% 5) I never transferred credits

4. Which of the following statements best describe how frequently you saw a Sinclair academic advisor **concerning transfer** while enrolled at Sinclair?

11.9% 1) Quarterly
8.1% 2) Several times a year
54.8% 3) Only a few times while at Sinclair
25.2% 4) Did not see an academic advisor about transfer (please skip to question 6)

5. Overall, how satisfied were you with the quality of the academic advising you received regarding transfer? (N = 101)

50.0% 1) Very satisfied
33.0% 2) Somewhat satisfied
12.0% 3) Somewhat dissatisfied
5.0% 4) Very dissatisfied

6. Which school(s) have you attended **since leaving Sinclair?** (check all that apply)

0.0% 1) Central State University
24.[illegible]% 2) University of Dayton
44.9% 3) Wright State University
33.8% 4) Other(s) (please indicate which) _____

7. Are you **currently enrolled** in a baccalaureate institution?

33.1% 1) Not currently enrolled
66.9% 2) Yes, I am enrolled at (check only one)
0.0% 1) Central State University
23.3% 2) University of Dayton
38.9% 3) Wright State University
37.8% 4) Other (please indicate which) _____

(OVER)

8. Is your major at your current/latest four-year institution:
   32.8% 1) The same as your Sinclair major
   52.2% 2) A complimentary or similar field as your major at Sinclair
   14.9% 3) A different field of study than what you had at Sinclair

9. How many credit hours earned at Sinclair **were not** accepted for any college credit when you transferred?
   37.4% 1) All credit hours were accepted
   19.1% 2) Lost 6 or fewer credit hours
   16.8% 3) Lost 7 to 12 credit hours
   13.0% 4) Lost 13 to 21 credit hours
   13.0% 5) Lost more than 21 credit hours
   0.8% 6) Never attempted to transfer credits

10. In comparing yourself with your classmates at your baccalaureate institution, do you feel you are/were:
   21.6% 1) More prepared academically
   71.6% 2) Equally prepared
   6.7% 3) Less well prepared academically

11. Approximate grade point average (GPA) at Sinclair? X= 3.23 Mode = 3.20

12. In comparing your GPA at Sinclair with that at your baccalaureate college or university, has it:
   48.8% 1) Stayed the same
   28.7% 2) Increased
   22.5% 3) Dropped

13. If you had to do it over again, would you start at Sinclair and then transfer to the four-year college?
   95.5% 1) Yes
   4.5% 2) No

14. How could Sinclair have improved your transfer success?

15. What else would you like to communicate to SCC regarding your transfer experience?

Thank you for your willingness to assist us. Please return the survey to us in the self-addressed, postage-paid envelope provided for your convenience.

APPENDIX B

CREDIT HOURS TRANSFERRED VS. TIMES SOUGHT ACADEMIC ADVISING

Credit Hours Transferred	Quarterly	Several Times	A Few Times	Never Saw Advisor	Total
All Cr. Hrs. Accepted					
No. of cases	3	6	22	18	49
Row %	6.1	12.2	44.9	36.7	100.0
Column %	18.8	54.5	30.6	56.3	37.4
Lost 6 or less Cr. Hrs.					
No. of cases	2	1	20	2	25
Row %	8.0	4.0	80.0	8.0	100.0
Column %	12.5	9.1	27.8	6.3	19.1
Lost 7 to 12 Cr. Hrs.					
No. of cases	4	4	12	2	22
Row %	18.2	18.2	54.5	9.1	100.0
Column %	25.0	36.4	16.7	6.3	16.8
Lost 13 to 21 Cr. Hrs.					
No. of cases	2	0	9	6	17
Row %	11.8	0.0	52.9	35.3	100.0
Column %	12.5	0.0	12.5	18.8	13.0
Lost more than 21 Cr. Hrs.					
No. of cases	5	0	9	3	17
Row %	29.4	0.0	52.9	17.6	100.0
Column %	31.3	0.0	12.5	9.4	13.0
Never transferred Cr. Hrs.					
No. of cases	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	3.1	0.8
Total No. of cases in column	16	11	72	32	131

APPENDIX C

CREDIT HOURS TRANSFERRED BY TRANSFER INSTITUTION

Credit Hours Transferred	UNIVERSITY OF DAYTON	WRIGHT STATE UNIVERSITY	ALL OTHERS	TOTAL
All Cr. Hrs. Accepted				
No. of cases	8	9	13	30
Row %	26.7	30.0	48.3	100.0
Column %	40.0	27.3	39.4	34.9
Lost 6 or less Cr. Hrs.				
No. of cases	2	7	6	15
Row %	13.3	46.7	40.0	100.0
Column %	10.0	21.2	18.2	17.4
Lost 7 to 12 Cr. Hrs.				
No. of cases	3	5	5	13
Row %	23.1	38.5	38.5	100.0
Column %	15.0	15.2	15.2	15.1
Lost 13 to 21 Cr. Hrs.				
No. of cases	1	6	5	12
Row %	8.3	50.0	41.7	100.0
Column %	5.0	18.2	15.2	14.0
Lost more than 21 Cr. Hrs.				
No. of cases	6	6	4	16
Row %	37.5	37.5	25.0	100.0
Column %	30.0	18.2	12.1	18.6
Total No. of cases in column	20	33	33	86

APPENDIX D

Open-ended Responses: Suggestions for Improvement

I have no complaints about the transfer process. Everything happened exactly the way I was told it would.

The advisors should lay it out more clearly what will and will not transfer.

Increase the amount of Math and Science required.

I just wish Commercial Art at Sinclair was a Parallel Program.

It would have been helpful to have more information about transfer institution requirements available at Sinclair. Sometimes the information about transfer requirements was either out of date or not available. Also, more information about transfer scholarships would have been helpful.

Several classes when taken at Sinclair require upgrading before they are accepted (Examples: Man 205, Law 350).

Try to get firm transfer agreements with other institutions. There is not much in writing as to who will accept exactly what credits.

General Comments:

I feel that Sinclair is an excellent starting ground.

I felt that my advisor was very good! She was extremely knowledgeable and made my transfer experience go more smoothly.

I was extremely well prepared academically for my classes at the University of Dayton because I received a large amount of individual attention from instructors at Sinclair. Also, the Transfer Fair that I attended at Sinclair was very beneficial in learning about transfer institution requirements.

The flexibility in scheduling at Sinclair helped me to schedule my classes around my home schedule.

The parallel program is a great program and should be communicated to all of the students.

I feel that by taking my general education classes at Sinclair I was better able to focus on my major classes. I also feel the slogan "SCC - a great place to begin" says it all. I have received two Bachelor's degrees from WSU and I am now currently employed full-time. Thank you for the education.

1993 TRANSFER STUDENT SURVEY: READER EVALUATION

After you have reviewed the attached report, please take a few additional minutes to respond to the questions below. Your responses will assist the Office of Institutional Research & Planning in determining if our work is meeting your needs and what changes we might make to serve you better. Please return this completed form to IPR, Rm 7330. Thanks for your cooperation and assistance!

1. Using a scale ranging from 1 = very pertinent to 5 = totally irrelevant, please indicate the overall usefulness of this report to you in your position at SCC.
   1.__ 2.__ 3.__ 4.__ 5.__

2. Using a scale ranging from 1 = excellent to 5 = poor, please indicate the effectiveness of the narrative portion of the report in communicating information to you.
   1.__ 2.__ 3.__ 4.__ 5.__
   Are there any specific suggestions you care to offer with regard to improving the narrative?

3. Using a scale from 1 = excellent to 5 = poor, please indicate the effectiveness of the graphs and/or tables in the report in communicating information to you.
   1.__ 2.__ 3.__ 4.__ 5.__
   Are there any specific suggestions you care to offer with regard to the graphs and/or tables?

4. Is there any information missing from this report which you would find valuable? Additional needs?

5. Please indicate if your position is in:
   __ Instruction
   __ Student Services
   __ Administrative/Support Services